CBSE 7201T

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**Wiki Assignment #3: Post your Statement of the Problem and Research Hypothesis(ses) on Wikispaces before midnight Class #6 – 10/16.**

**Statement of the Problem:**

Technology integration is a current educational issue, and my research topic. I would like to know if technology integration helps or hinders student learning. Initially, my thoughts were entirely in favor of technology integration such as the use of smart boards, laptops, I-pads, and e-readers in classrooms. However, I have seen many students who get distracted by these modern technologies. Some of the students I’ve taught as a substitute teacher use computer time to get away from not completing classwork.

The use of technology such as texting with smartphones has distorted the way in which students write. Some of the students I’ve encountered will use texting abbreviations like “OMW (On My Way) in their school papers instead of writing out the words. Students are also too dependent on “Google” as an information source, when in fact, it is not always reliable or scholarly.

Prior research has shown that there are both pros and cons to the use of technology in the classroom. A disadvantage, for example, was found by Shirley Lefever-Davis and Cathy Pearman. They conducted a study into how CD-ROM storybooks influence reading behaviors. They found that CD-ROMS have “the potential to promote passivity, putting readers into a sort of "spectator stance" in which they let the computer do the "work" of reading rather than becoming actively engaged in the reading process.”

An advantage of the use of technology in classrooms, on the other hand, was found in a study of two technology-enriched inclusion classrooms that promote learning for students with learning disabilities. This study, by Sylvia Elisabeth Asplund, suggested that the students benefited from the use of technology in the areas of content vocabulary and organization of their ideas.

My action research project is on technology integration in the classroom and whether or not it helps or hinders student learning.

**Research Hypothesis:**

Implementing instructional technology to twenty four second grade students three times a week for forty minutes over four weeks in the afternoon will increase student achievement in the social studies content area.

**References:**

* + 1. Lefever-Davis, S., & Pearman, C. (2005). Early Readers and Electronic Texts: CD-ROM Storybook Features That Influence Reading Behaviors. *Reading Teacher*, *58*(5), 446-454.
    2. Asplund, S. (2008). A study of two technology-enriched inclusion classrooms that promote learning for students with learning disabilities. *Dissertation Abstracts International Section A*, *68*,